Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: Active Learners Through Technology Amount of Request: $75,000.00
District Name (Fiscal Agent for Consortiums): Parma Sch. Dist. Number: 137
Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
137	Maxine Johnson Elem.	(T) P	(YES) NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name (print) Jim Norton	E-mail jnorton@parmaschools.org	Telephone 722-5115 ext. 1601
Signature Jim Norton		
District Technology Coordinator Name(print) Jeffrey Baroli	E-mail Jbaroli@Parmaschools.org	Telephone 208-722-5115 ex 1208
Signature		
Project Director Name – *if different than District Technology Coordinator* (print) Leah Padilla	E-mail lpadilla@parmaschools.org	Telephone 208-722-5115 Ext. 1105
Signature Leah Padilla		

Additional Consortium/Partnership Participants:
(Add additional pages as necessary)

None

Organization Name		
Supervisor Name and Title* (print)	E-mail	Telephone
Signature		
Organization Name		
Supervisor Name and Title*(print)	E-mail	Telephone
Signature		
Organization Name		

*Superintendent must sign for school districts. Dean must sign for Colleges of Education

Active Learners through Technology (ALTT)
Abstract

Educational technology is important in providing a well-balanced education for several reasons. Technology gives underprivileged students the opportunity to explore different subjects and places they have only dreamed of. Technology can be effective in motivating students to learn and improve retention. Educators using technology can better address the multiple learning styles and diverse abilities of all of their students. Technology prepares kids to function in a world that will be dominated by technology. The use of technology in the educational setting has ceased to be optional because we no longer live in a chalkboard world.

Maxine Johnson Elementary (MJE) currently has very limited technological resources. Each classroom has an overhead projector and five computers, and the library has a computer lab. The school shares two mobile interactive whiteboards, the use of which is limited by the three-level status of the building. Because of this, teachers cannot provide the best possible instruction for their students, receive immediate feedback from students with a wide range of ability levels or identify during class time those students who need individual help.

Numerous data reflect academic, demographic and cultural factors that threaten school performance for MJE students. For example, the school did not make AYP in 2007-08, its fourth year of "Needs Improvement Status." ISAT tests results were below targets for economically disadvantaged reading, and Hispanic reading and language usage. More specifically, the spread of ISAT scores between the culturally dominant group and minority groups identifies three groups that have been significantly below targets for years: Hispanic, limited English proficiency and economically disadvantaged. STAR reading and math scores were below targeted grade level percentages in both third and fourth grades. We have a high student mobility rate and a high percentage of students who participate in the free or reduced lunch program illustrating their low socio-economic status, a proven risk factor for low academic performance.

Our objectives in addressing these challenges are to increase classroom productivity, develop students' higher order thinking skills, promote creativity and facilitate academic learning by enriching the classroom environment. To accomplish this we will increase student engagement in the classroom and exposure to background knowledge through effective use of educational technology combined with quality state-recommended curricula taught by qualified teachers.

This project proposes to supplement the current technology by adding interactive whiteboards in each third and fourth grade classroom, five wireless slates for each third grade class for use in group activities, and two full classroom sets of interactive response units to be shared by third grade classes. The two existing portable interactive whiteboards will be permanently mounted in classrooms. In addition, each third grade class will have a Smart document camera and the library will have one for check out. This equipment will be available for use for school wide and community meetings. A significant portion of the project budget is allocated for teacher training to prepare them to use the technology effectively.

The addition of this equipment in the elementary school will introduce third and fourth grade students to the type of technology they will encounter in middle and high school in the Parma District, a district that already demonstrates a belief that technology is a critical component of modern education. Preparing younger students to use this technology will produce gains that will carry through their educational careers and into adulthood.

Educational Need

Maxine Johnson Elementary (MJE) did not meet AYP goals for the 2007-08 school year. Test scores were below targets for Hispanic reading and language usage, and economically disadvantaged reading. The school is in year four of School Improvement, which makes the needs addressed herein "critical." Other factors found in our student population that influence classroom performance and are of special concern at MJE include a high rate of limited English proficiency and a student mobility rate of about 30% per year. These high mobility students are from economically disadvantaged homes and move from school to school, missing key concepts and vital components of a successful education.

Low socio-economic status (as demonstrated by free/reduced meal program usage on the chart below) has been repeatedly shown to be a significant risk factor for poor school performance. This correlates with fewer opportunities for enrichment experiences (museums, zoos, and libraries), lack of exposure to words and more exposure to command words as opposed to richer scientific/academic discussions, and a general lack of exposure to the world that leads to the necessary background knowledge to make learning meaningful.

All of these are long-term and continuing issues in the Parma School District and MJE, as demonstrated by the following chart. Notice the spread of scores between the White group and Hispanic, limited English proficiency and economically disadvantaged in the ISAT, which clearly identifies the groups who need special help.

Maxine Johnson Elementary	2005/06	2006/07	2007/08	2008/09
Adequate Yearly Progress Met	No	No	No	No
SDE Reading Needs Improvement Status	Year 1	Year 2	Year 3	Year 4
ISAT Reading scores by group (red = below target)	Hispanic: 62.71 White: 83.87 LEP: 62.71 Econ: 73.08	Hispanic: 52.54 White: 85.62 LEP: 49.12 Econ: 69.8	Hispanic: 63.04 White: 77.42 LEP: 62.5 Econ: 69.61	Hispanic: 71.43 White: 81.08 LEP: 64.4 Econ: 72
ISAT Math scores by group	Hispanic: 64.41 White: 81.94 LEP: 61.02 Econ: 74.36	Hispanic: 74.58 White: 86.99 LEP: 73.68 Econ: 80.54	Hispanic: 65.22 White: 84.78 LEP: 67.5 Econ: 73.27	Hispanic: 82.93 White: 89.19 LEP: 84.05 Econ: 85.86
IRI 3rd grade	Spring: 35% BGL (below grade level)	Fall: 75% BGL Spring: 65% BGL	Fall: 55% BGL Spring: 33% BGL	Fall: 59% BGL
% Free/Reduced Lunch	65.9%	66.75%	64.2%	71.25%
Limited English Proficiency	31%	22%	21%	22%

Spring 2008 ? data ?

STAR reading and math scores were significantly below grade level (BGL) for both third and fourth grade as follows: 3rd grade reading – 49.4% BGL, 3rd grade math – 53.4% BGL, 4th grade

reading – 36.4% BGL, 4th grade math – 33.4% BGL. The target is for both 3rd and 4th grades to have less than 20% BGL for both reading and math. This is one of the more useful assessments that teachers can use to drive their instruction because it is administered more frequently than the ISAT or IRI – quarterly or more often as need dictates. This will also be the test used as one method to evaluate the results of this project.

With these challenges in mind, the MJE staff has been proactive in trying to meet students' needs in a variety of ways. As a team, the third grade teachers have changed their instructional practices to better meet the needs of students. Reading instruction focuses on whole group instruction for main lessons, and then breaks down into small intervention groups that target specific skills needs. MJE staff:

- has been trained in Sheltered Instruction Observation Protocol (SIOP)
- is using PLATO through the Idaho Plato Learning Network in the computer lab to target specific skill areas
- has implemented the Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) intervention program
- has participated in numerous professional development opportunities specifically targeting the needs of our student population

With the varied abilities and backgrounds of our students, being able to have each student understand individual concepts is vital to their learning process. We have a team of qualified teachers who employ proven educational practices using research-based curricula while incorporating innovative strategies. What we lack is the ability to adequately connect to students with different learning styles and monitor student learning while teaching.

Local Project Detail

Our goals for this project include training educators to use technology in many diverse ways, more powerfully engaging students during instruction, exposing students and staff to opportunities that technology provides, and using technology to increase student performance.

Training

Each educator (10 total) will receive training at the NCCE Conference in Portland in February 2009. This is a four-day training that will include a one-day in-service training for the Notebook software for interactive whiteboards Level 1 & 2 and half day trainings for Senteo student response systems and Airliner wireless slates. Three trainings will also occur on site and will train the entire staff at Maxine Johnson Elementary (26 total). These trainings will focus on how to use the equipment and software. Target date for these trainings is April and June 2009.

Active Engagement

Active student participation is vital to learning. Using this technology will encourage students to be more actively engaged. Currently, teachers are tied to the projector and unable to move around the classroom and monitor student participation in real time. Students may be passive learners or completely disengaged. With the use of student response systems, airliner slates and elmos, students will engage more actively in their learning. Teachers will receive immediate feedback that will allow them to assess the status of each student's understanding of the material. Target date for implementation is August 2009.

An example of how this could work would be the introduction and manipulation of new vocabulary words each week. The teacher will be able connect to the internet while using the projector and interactive whiteboard during the lesson to show visuals of the word. Many of our students have very limited background knowledge and for them to see the vocabulary in action will make it more meaningful and increase student performance in all academic areas.

Because language is a huge barrier for a high percentage of our students, lessons that offer visual aides, immediate feedback, and real time information through technology will be incorporated in many ways to achieve increased student performance. Visual and auditory learners will be able to "touch," "hear" and "see" concepts unfold.

We will also use the new technology to communicate with parents and community, as prescribed by our School Improvement Plan, during presentations at open houses, parent involvement meetings, music programs, classroom presentations, awards assemblies, etc.

Digital World

Our district has a high number of low socio-economic students who have limited access, if any, to technology in the home. Through our use of technology at school we can expose students and staff to digital learning and living which has become such a force in the world today. The ability to use the web in a whole class setting getting real time information is a powerful educational tool. Whether it's looking up maps around the world, finding sites for instant research, or learning to create presentations, the opportunities to build background knowledge for underprivileged, underexposed students are endless. Target date for implementation is August 2009.

Student Improvement

As a Title I school that is in year four of being identified as a failing school our most important goal in education is to increase student performance. In this world of technology, standard instruction is not getting our students where they need to be. Every tool available must be used to meet their needs. Research indicates that interactive whiteboards can be a powerful classroom tool. In her summary of interactive whiteboard evaluations, Dr. Mary Ann Bell states:

> "Is an interactive whiteboard more than a toy or gimmick? The answer is a resounding yes! With proper planning, preparation, and training, it is a powerful instructional tool, which can be adapted for use with a wide range of subjects and ages." (http://teachers.net/gazette/JAN02/mabell.html)

Goals and Evaluation

Student performance can be improved by training teachers and students to use technology, creating engaged active learners, and exposing students to real world technology. Our target goal for student improvement is to have a 20% increase of students at grade level as measured by the STAR Reading and Math tests which are administered quarterly. We will also measure the success of this project by obtaining teacher feedback at staff and in-service meetings. We will discuss and note improvements in student behavior and involvement while using the interactive whiteboard. Target date for meeting student performance goals is May 2010.

Project Team

The Project Team Manager is Leah Padilla who is the elementary technology director and the elementary librarian. She will be responsible for overseeing the installation of all products and facilitating professional development for all teachers. The third grade team of Lara Chastain, Brenda Combie, Pam Doramus, and Sally Glasgow will be fully trained in all professional development for software and equipment uses. The third grade team will be the focus grade for implementing all of the technology outlined in the grant during the first year. This team will meet weekly to report, evaluate, revise, and plan goals set forth for the project.

Each teacher will be designated a specialist in a specific area and provide lessons, ideas, and activities for the team to use. Mrs. Doramus will specialize in using the Airliner slates, Mrs. Chastain will target the Senteo interactive response units, Mrs. Combie will focus on the Smart Board, and Mrs. Glasgow will become the expert using the digital camera. The third grade teachers will also meet monthly with the fourth grade team to share and evaluate all programs being used. In order to share how the technology is being utilized in the classroom the third grade team will provide example lessons during staff meetings and in-services.

The fourth grade team of Monique Jensen, Renee Hezeltine Jennifer Laird, and Steve Robertson will be trained to use the elmo, Smart board, student response systems, and slates during the first year and as we accumulate more equipment in their classrooms more training will be acquired. Diane Hardin, our principal, and Jeff Baroli, our district technology director will also attend all trainings. Their primary role is to assist in the development and implementation of all equipment and software.

Sustainability

Parma School District is strongly committed to developing and sustaining technology in the classrooms. The district focus on technology has been directed toward the high school and middle school as new buildings were completed with strong emphasis on technology. The elementary school is scheduled to receive funds in 2010 to update programs and equipment during the district cycle of building needs. This cycle will fit perfectly with plans to build our program in the year after this grant.

At this time we will train all third and fourth grade teachers to use the new equipment and software with all available professional development opportunities set forth in the budget. Remaining elementary school staff will be trained at the on-site training and will be retrained by the third and fourth grade teachers as the technology expands to the lower grades in years to come. As a Title I school we have professional developments funds available each year to train staff. That will enable us to continue the trainings as we update and install new programs of the future.

Because middle and high school in the Parma District already possess a strong technology infrastructure, motivation exists within the district to adequately prepare elementary students for transition to the upper grades. Our students will leave our building with technology skills already in place aiding in their quick adjustment to middle and high school. The cycle of funding through the three buildings also shows sustainability to the future of what Maxine Johnson Elementary will be able begin with funding from this grant.

The Bruce Mitchell Foundation has funds available annually which can be applied for by the Parma School District to maintain the current equipment and to continue to add new technology. These funds will be targeted to continue the implementation begun by this grant until all classrooms in the elementary are brought up to the same level technologically as the third and fourth grades.

Budget Narrative

With the funds from the EETT grant, Maxine Johnson Elementary will be installing eight interactive whiteboards providing one for each third and fourth grade classroom. Six will be new SMART 600i units with wall mount projectors included. The district will provide two SB560 SMART boards that are currently available for checkout from our library. The two Unifi 45 projectors will be installed for use with the SB560 SMART boards.

Each third grade classroom will have five Airliner wireless slates to use for group response lessons and teacher flexibility. This will allow collaborative interactive learning with accountability, and allow teacher mobility. Each fourth grade classroom will receive one Airliner wireless slate for use with the SMART board. This will allow the teachers mobility during lesson delivery. The library will have one Airliner wireless slate to use during teacher staff meetings, teacher in-services, parent involvement team meetings, or can be checked out from the library by teachers.

The two Senteo interactive response systems include a response hub and 24 individual student response units. These will be shared by the third grade teachers as class sets. They will be stored in mobile carts for daily checkout.

The four SMART SD 280 document cameras will be connected to each third grade SMART interactive whiteboard to capture images in real time without digitizing lessons in advance. That means the teacher can project a copy of a student writing sample on the whiteboard through the SD280 document camera and then the class can proceed to edit and revise that sample or work in teams to correct the sample with the Airliner wireless slates.

The Elmo HV-8000SX SXGA will be housed in the library for check out or use during staff meetings, in-services, parent involvement team meetings, classroom presentations, kindergarten and fourth grade graduations, and assemblies.

Data Projections, Inc., the area representative for SMART Technologies, is located in Boise, ID. They will be installing the new equipment and providing training. This will include level 1 and level II onsite training for the SMART Notebook software and how to use the systems. They will also provide half day onsite trainings for the Senteo interactive response systems and the Airliner wireless slates.

The ten members of the EEFF project team will be attending the 2009 NCCE (Northwest Council for Computer Education) conference February 17-20, 2009 in Portland, Oregon. The title of the conference is "Navigating the New World with Technology." The conference offers a myriad of half day sessions focused on providing teachers with knowledge for better integration of technology into today's classrooms. A few sample sessions are: "IT and Teachers Working Together for Student Learning," "Interactive Projects that You Can Use Tomorrow," "Free Internet/Online Tools to Increase Student Achievement," "Digital Kits for Differentiation," and "Rev Up Your Reading and Writing Classrooms with Technology." This training will provide new insight into additional ways the team can use the new technology for greater student achievement and active learning.

Two members of the grant project team will be attending the required one day evaluation in-service for the EEFF sub-grant award winners in March or April, 2009 in Boise, Idaho. This is a free in-service, and the Parma School District will cover the cost of substitute teachers.

EETT Grant Proposal Budget

EETT Grant Proposal Budget	Model #	cost/unit	units	Total $
Smart Board 600i 77"	SB680i2	$3,299.00	6	$19,794.00
Unifi 45 Projector	UF45-560	2,100.00	2	4,200.00
Airliner Wireless slate	WS100	399.00	25	9,975.00
Senteo Interactive Res.	SNT-24	1,599.00	2	3,198.00
Elmo HV-8000SX SXGA	HV-8000SX SXGA	6,115.50	1	6,115.50
Smart Document Camera	SDC-280	849.00	4	3,396.00
Data Projections, Inc.	Labor	500.00	8	4,000.00
Data Projections, Inc.	Cables	230.00	8	1,840.00
Data Projections, Inc.	P2DA2 Amplifier	99.00	8	792.00
Data Projections, Inc.	Misc supplies	50.00	8	400.00
Data Projections, Inc.	Travel Expense		lot	150.00
Data Projections, Inc.	shipping expense		8 units	850.00
Office Supplies	AA battery replacement			58.50
Grant Administrator	Implementation & Ongoing Maintenance		1	1,200.00
Total Equipment, Installation	74.63% of budget			$55,969.00
Professional Development				
DPI Training	Notebook Interactive Whiteboard Level 1 & 2	$1,100.00	lot	$1,100.00
DPI Training	Senteo Interactive Response Trng Half Day	450.00	lot	450.00
DPI Training	Airliner Wireless slate Trng Half Day	FREE	lot	$0.00
2009 NCCE Conference	Feb. 17-20, 2009 Reg	210.00	10	2,100.00
Half Day Workshops	Tues p.m.-Fri. a.m.(6 sessions)	710.00	10	7,100.00
Substitute Teachers	$70 per day X 4 days	280.00	10	2,800.00
Airline Flights	Boise to Portland	265.00	10	2,650.00
Motels (Red Lion Conv Center)	Portland, Feb. 17-19 (3 nights) 119.40 X 3	358.20	5	1,791.00
Meals	4 Days X $26	104.00	10	1,040.00
EEFF sub-grant award winners	1 day evaluation inservice	FREE	2	.00
Total Professional Development	25.37% of Budget			$19,031.00 ✓
Total EEFF Grant Proposal				$75,000.00